

## Politicos Pressured

by Rashmi Kashyap

1992 is the year of "women's issues" in American politics, according to political analysts. Mounting anger of women voters can be explained by several recent events. Some are concerned about the chance that Roe vs. Wade could be overturned, others are upset by the sight of an all-male Senate Judiciary Committee during the Thomas-Hill hearings, not to mention its outcome. Such factors are contributing to a backlash against male incumbents in this election season.

What are these so-called "women's issues"? Welfare, healthcare, education, abortion rights and sexual harassment. Most people think that women could deal with these increasingly serious problems better than men. According to a poll in *U.S. News and World Report*, sixty-one per cent believed that America would be better off if more women were in office (as compared with the twenty-eight percent in 1984). Many voters also find women to be more honest than men in these times of bouncing checks and histories of draft-dodging.

In fact, the National Women's Political Caucus and the Women's Campaign Fund have said that donations have almost doubled since 1990. Both organizations help finance the campaigns of women running for office, in both parties. Emily's List, an organization which finances women only if they are Democrats and pro-Choice, has raised enough money this year to aid thirty candidates, as opposed to fifteen in 1990. Surprisingly, ten percent of their membership is male.

But will this cause a change in voting patterns? Yes, at least in Pennsylvania. Last month, Lynn Yeakel, a political newcomer, won the Democratic primary for the senate elections. She will face incumbent Arlen Specter. Many supporters of Yeakel were appalled by Senator Specter's presumption of Anita Hill's dishonesty and Clarence Thomas'

innocence. The Thomas-Hill scandal has caused many voters to think twice before casting their ballots. In another poll conducted by *U.S. News and World Report*, fifty-one percent of women and thirty-five percent of men said that the trial will influence their votes.

A similar situation took place in the Illinois Democratic Senate primary. Carol Moseley Braun defeated Senator Alan Dixon in March. In Republican suburbia outside of Chicago, many women switched parties and as a result, Braun was victorious over Dixon by a margin of two to one among female voters. Braun captured the votes of many African-American women, incensed not only by the fact that the Senate Judiciary Committee of the Thomas-Hill trial was all-male, but also all-white.

Women other than Yeakel and Braun are running on a feminist platform. Dianne Feinstein, a former San Francisco mayor, hopes to win a seat in the Senate. One of her campaign slogans is "Two percent is not enough," in reference to the meager two women holding seats in the senate. Barbara Boxer, who is running for the other senatorial seat in California, believes that when it comes to women's rights, women will do a far better job than men. Statements like these cause some controversy among male political analysts like Joe Scott, who says that, "It reaches a point where it is counterproductive and reverse sexism."

Contrary to how it may appear, most women who are running for office are experienced. They are ready and able to tackle the enormous problems that lay ahead of them. The gender issue will be a major factor this fall, along with the wave of anti-incumbent hysteria or the voters' desire to "throw the bums out". This fall, keep in mind that, as political consultant Cathy Allen so aptly states, "Bums is a masculine noun."

by Madeline Ravich

Cynthia Murray, who teaches kindergarten and transition at Bryn Mawr, has filled the lives of young Bryn Mawrtians with care and kindness since 1971. Unfortunately, Mrs. Murray will retire next year.

As we go through Middle and Upper School, we longingly remember those carefree kindergarten days. One of the most memorable events during kindergarten at Bryn Mawr is the visit to Mrs. Murray's farm. Mrs. Murray takes the kindergarten/transition class to her farm three times a year. When the students go to the farm in the fall, all the children and their mothers pile into a wagon hitched to a tractor driven by Mrs. Murray's husband. "Mr. Murray thinks it's a good ride if everybody squeals a lot," explains Mrs. Murray. He purposely navigates through ditches, giving the children an especially bumpy ride because the wagon has no springs. In another farm activity, the children hop into the loft in the barn along with Mrs. Murray's dog, Bear.

In the winter, the children bundle up in their winter coats and go to the farm again. At this time, the lambs have just been born and each child is allowed to chance to feed one.

To finish the school year, the children return to the farm where they have a picnic. The children enjoy giving the sheep crackers and everyone celebrates the girls' summer birthdays.

Mrs. Murray's farm trips are not the only memorable activity in kindergarten/transition at Bryn Mawr. Mrs. Murray's former students reflect upon their kindergarten projects and daily activities with equal affection.

The children now, as they do every year, are making "Me Books." Each page in the "Me Book" is an illustration of something important to the girl along with a caption underneath. As Mrs. Murray sifted through these works-in-progress, she excitedly showed each girl's work, saying how well the girl wrote, drew or organized her book.

Probably one of the most remem-

bered daily routines is gathering on the green snake, a long corduroy cushion the color of Oscar the Grouch from "Sesame Street." "Everybody used to lay her head on the green snake as Mrs. Murray read to us. When the green snake was being pulled out you felt the familiar feeling of the love and care which Mrs. Murray invests in the class," recalls Cheese Calon ('95) Over the years, Mrs. Murray has instilled many of her own values in the children. She teaches them "not to hurt anybody on the inside or the outside". She likes to teach with humor, but never at anyone's expense. She talks to the children with the same respect with which she speaks to adults. "The only thing you really have is what you give away." If there is any quotation you ought to live up to, that would be the one," says Mrs. Murray.

*"The only thing you really have is what you give away."*

—Cynthia Murray



Cynthia Murray is retiring after 21 years as kindergarten and transition teacher.

Mrs. Murray says that there are many things she looks forward to doing once she retires. She wants to fix up her house and work on the farm. Mrs. Murray and her husband would like to travel to China, Alaska, and Europe and visit the locations where he was stationed during World War II. She also wants to visit her family, which is scattered all over the United States. She intends to teach inner-city children and illiterate people as well as substitute in the Bryn Mawr kindergarten.

Although the kindergarten class, and the entire community are saddened by her departure, Mrs. Murray has reassured everyone that there will be farm day reunions.

## L.A. Riots Cause Controversy in Community

by Patti Gerhardt

The mob. The blood. The fire. The National Guard. Our generation may regard these images as belonging to the turbulent 1960's. But they are not. They are from Spring 1992, one month ago.

The rioting in Los Angeles which began the eve of April 29, 1992, showed the nation that the struggles of thirty years ago are far from over. The spark which reignited the civil rights fire was the acquittal of four white Los Angeles police officers. They had been charged with the beating of Rodney King, a black man. The videotape, showing King being pummeled with nightsticks, appeared to be enough evidence to convict at least two of the officers. But the non-guilty verdict enraged the nation, conservatives and liberals alike. The verdict sent the poor and the desperate of south-central Los Angeles into the streets where at least fifty people were killed and thousands injured. The mobs destroyed 5500 establishments, looting, burning and bombing. The damage estimates have reached at least 700,000 dollars. The events in Los Angeles showed that the people of the inner city will no longer be

pushed around.

In this year of elections, all of the candidates have jumped on the occasion to voice their own opinions. Much finger-pointing has occurred among the presidential candidates. Some blame the Democrats of Congress. Others accuse the short sighted economic programs of the '60's and the '70's. But not one candidate has come up with a solid, new, innovative plan to alleviate any of the problems of the inner city. Many citizens want a leader who will not side-step the issues, one who will take a solid stand, even if it is not the most popular. The public feels that they lack a strong power base to which they can look for guidance. Perhaps the feelings of America are best expressed by Henry McPherson, a lawyer quoted in *The New York Times*:

Crime is out of control. Drugs are out of control. The deficit and health care costs are out of control. Teen-age pregnancy and the welfare loads are out of control. You see L.A. cops backing away when trouble starts, so the rioting is out of control. I can't remember the last time Congress passed a bill that would actually control something.

The president has to be a teacher on something like race. But he also has to pick some issues and begin to try to get control, to say, "We need to sweat it out together on this." They want a President who's in command."

*"Crime is out of control. Drugs are out of control. I can't remember the last time Congress passed a bill that would actually control something."*

—Henry MacPherson

The Rodney King case has brought many issues to the surface which are not going to be simply overlooked this time. And the students of Bryn Mawr

have far from overlooked the events of the past month.

To walk into a classroom in early May was to set foot in a minefield. Many girls expressed disdain over the rioting. But still more condemned the government, the politicians and the voters for ignoring the cities for such a long time. The latter group spoke of the amount of desperation which was needed to drive people to such extreme acts of violence. One student proclaimed, "People say they [the rioters] should act rational. But violence is the only way to grab the attention of the media." The media. It has created a whole set of moral for the younger generation. It dictates what is right and wrong. The political correctness of the media has carried itself on its toleration of ideas; whether radical or conservative. We value discussion and acknowledgement of differences, as shown by this year's theme; unity incorporating diversity. But many mature, idealistic students declined making statements for this article for fear of saying "wrong" thing. All of their opinions appeared moderate and unracist, yet

what was it that held them back from voicing their opinions? An atmosphere of political correctness? Here is a sampling of how many feel around the campus. They shall remain nameless. "Violence is totally unjustified. They won't get taken seriously if they're violent."

"The riots seem kind of pointless. It was just more killing in a community which had tired of killing."

"No one has a solution. The government has been trying to help these people for thirty years, so what next?"

These sentiments were fearfully and anonymously voiced at Bryn Mawr. But they do exist beneath all of the political correctness. Our generation has a difficult struggle ahead of us. None of us know what lies ahead. But to start we must begin to listen to each other. We have to consider that the politically correct way is not always the best way. We need to compromise and join together. Perhaps Maggie DePaulo('94) has the best words to live by. "Consider people as individuals and learn as much as you can about every single person."

### Condoms in Schools: Realistic Solution

Dream sequence: the school nurse delivers a convocation speech the day before the prom. "Take control of your bodies," she warns. "Protect yourselves, ladies." She reaches into a hot pink shopping bag, grabs a handful of colorful condoms, and tosses them into the Centennial Hall audience.

In addition to concluding that the nurse is incredibly cool, you thank your lucky stars that your school is so progressive. You think about how many pregnancies and cases of AIDS could be avoided if everybody's parents sent them to a school like yours. Teenagers are bound to have sex anyway, you figure. Easy access to condoms averts those terrible consequences.

But not everyone would agree with you. Many parents and government officials feel that providing teenagers with condoms condones adolescent sex. They worry about the hypocrisy of speaking of abstinence but providing condoms. Mixed messages are the least parents have to worry about.

Pre-marital sex is frequently viewed as inherently immoral. Such believers preach that if parents maintain high expectations of their children, teenage sex will disappear. Some religious groups, teachers, and parents teach values without equipping young people with the means to prevent pregnancy and AIDS, means which assume that those values will be ignored.

Many adults argue that we must somehow get teenagers not to have sex at all rather than "giving in" and solving the problems created by sex. But life itself is threatened when leaders refuse to, in the words of Washington D.C. Mayor Sharon Kelley, "discover [teenagers] where they are." Here's where Mayor Kelley discovered her constituents: three out of four Washingtonians are sexually active after the tenth grade. As many as one in forty-five D.C. teenagers may be HIV-infected.

In light of these realities, schools can

no longer afford simply to advise students, "save yourselves for marriage; your mothers did," and call it "Sex Ed." Mayor Kelley will implement an educational campaign urging abstinence, but providing condoms to students who express an informed need. Her program will not consist of school nurses throwing handfuls of condoms into dumbfounded audiences. Education is the focus of the program; Mayor Kelley insists that no one will be pulling "wheelbarrows of condoms" through the halls.

Increasingly, the school is given a parenting role in the upbringing of American teenagers. School is the appropriate institution to prepare young people for sex. Teachers charged to teach sexual education can't avoid discussing sensitive subject matter or decide to talk about it later, as families often do. For too many such families, "later" comes too late.

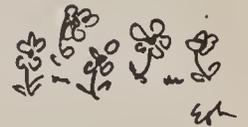
Adversaries of Mayor Kelley's program point to the failure rate of condoms. They fear that condoms' potential to create the illusion of safety could result in more kids putting themselves at risk. But that sex is safer with condoms than without is undeniable. Mayor Kelley's program can do nothing but good for students who are already sexually active. And if the availability of condoms in city schools, despite the prerequisite information sessions, pushes a few teenagers in the direction of sexual activity, at least they will be informed, protected members of that group.

William Bennet, politician and opponent of Mayor Kelley's program, half-joked on ABC's "Nightline" that perhaps quarantining sexually active boys would be a better method of limiting the spread of AIDS. Indeed, this seems to be the only alternative method (to distributing condoms in city schools) of halting sexual transmission of the virus.

EJH



### BMS: Why The Daisy?



At Bryn Mawr, it is embossed on invitations, appears on the school seal, has lent the Old English spelling of its name to Dayseye, and, at Graduation, seniors carry bunches of them in pretty white baskets.

It is the daisy, an average-looking flower, yellow and white, with simple petal structure and no particular fragrance. I feel that the school flower should somehow represent the student body, and the daisy is all wrong for that. Daisy blossoms close at night and open at dawn (hence the Old English name "Day's eye"). That in itself is an inaccurate representation of the average Bryn Mawr student. Most of the girls I know perk up after school and begin to fall into a dazed stupor right around 8:22 AM the next morning.

One type of daisy, the oxeye, grows mostly on roadsides. *Roadsides?* For heaven's sake, are we that common. Because, once brought up, this question "Why the daisy?" is such an intriguing one, I decided to find an answer. So I looked around, and have come to the conclusion that the daisy became Bryn Mawr's school flower by default.

"Daisy" is a nice, pleasant word. It's tough to draw unpleasant inferences from its name. This is not so for many other flowers. Take, for example, the lungwort or sneezewort. Both are wildflowers, and presumably both of wort parentage. Lung is a yucky word, anyway. When you add -wort to the end of it, the name sounds like a parasitic animal, or an internal organ blemish. And sneezewort? Well, who wants to be associated with a bad cold and dirty kleenex? The toadflax is another common wildflower, but it sounds so unhygienic.

Here's a good one. Vetch. Yeah, it's a flower. The blossom is attractive, but the word itself sounds like an insult that one would only use on That Girl Who Flirts With The Guy She Knows You Like. Babies'breath is a pretty flower, but who has ever smelt an actual infant's breath? Babies eat all sorts of disgusting things. After a meal of strained carrots 'n' liver, their breath cannot be that pleasant. There is a wildflower called the marsh mallow, but that would only be applicable during certain times of the year. I think. Like right after

Thanksgiving weekend. Other flowers have hostile names—snapdragon, tigertilly, touch-me-not. Some would make us sound like losers—bleeding heart, beggarweed, wallflower. How flattering is skunk cabbage? "This is Bryn Mawr's Skunk Cabbage, a select, close-harmony singing group..." Morning-glory, Adonis, smartweed, and immortelle seem a little self-important.

The petunia? Well, Petunia, a pig herself, is Pork's girlfriend. Now I could think of another school that might want to consider that flower as a symbol...

There's always the clover, with a cute purple flower, or the dandelion, actually a quite pretty blossom. But both are weeds. They grow where they are not wanted, and people spend hundreds of dollars trying to kill the poor things. A more popular flower is probably a better idea. The rose is a beautiful flower, but it is too hard to draw. The roses I draw invariably turn out to look more like human brains or pasta dinners than anything else.

There is a nice-looking plant called the sweet alyssum, but its name is too easily misread as "sweet asylum," reinforcing many people's notion that only a slightly insane girl would attend a single-sex school (Who, me? Crazy? HAHHAH!!). The flowering tobacco bears a delicate white flower, but cigarettes are unhealthy, and we certainly don't want to be seen by the literal-minded as a health hazard, or the leading cause of lung cancer, now do we? The Devil's paintbrush also has an attractive flower, but we don't want to be seen as tools of Satan, either.

I've always thought that cacti were nice plants, but seniors could poke themselves when they carry baskets of them during Graduation.

So, after close examination, it seems like the daisy is the only way to go. It does not smell bad, nor does it pose any immediate health hazards. The public feels okay about the daisy. It's not a spectacular flower, but it's pleasant enough, and generally likeable. It's not very romantic, but it's sensible-looking (oh joy). Well, I guess anything beats toadflax.

Varsha



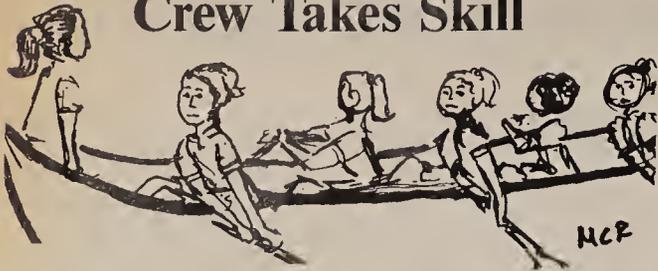
## The Quill

"The Quill is mightier than the Sword."

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The Editors and Staff welcome letters from Middle and Upper School students, faculty, parents, and anyone else who might care to write a letter and voice their opinions. Letters should be given to Elizabeth Himelfarb ('93).

## Crew Takes Skill



by Erica Fishman

If you are wondering who that suspicious group jumping up and down, running around the fields, working out in the weight room, and competing in rowing meets really is, be in suspense no longer. That group is Bryn Mawr's crew team.

Crew is a relatively new sport to Bryn Mawr and was formed in coalition with the Baltimore Rowing Club (BRC) when both the club and Bryn Mawr expressed interest in creating a team. Bryn Mawr is the BRC's first high school team. The BRC supports the team in numerous ways, including allowing the team to practice at the club on Tuesdays and Thursdays. On Mondays, Wednesdays, and Fridays, the team firms up in the weight room.

Coached by English teacher Peter Baily and BRC coach Helmut Berthold, Bryn Mawr crew is composed of three freshman, eight sophomores, and ten juniors in addition to five Gilman students. This year, eleven new members joined the team.

Crew has only participated in one meet, the results of which were not as high as they had hoped for. The team's second meet was cancelled because of inclement weather. "We are all more experienced now because it's later in the season," asserts Katie Holston ('95), a new crewmember, "We should do better next time."

Crew rotates their practices during the week: on Tuesdays and Thursdays, the team goes onto the water, and practices at Bryn Mawr on Mondays, Wednesdays, and Fridays. Most of their practice time at Bryn Mawr is spent working out in the weight room, running around campus, and doing what Katie Holston likes to call "jumpee's," an exercise in which one touches his or her toes, jumps as high as possible, touches the toes, jumps as high as possible, etc. This exercise, when repeated many times, can become very tiring.

Rigorous home exercises hardly prepared the team for their first time out on the water. Crew members blame their difficulty in handling the shell on the fact that there are so many things to remember when rowing: angling the oar the right way, doing the stroke, and keeping in sync with the rest of the rowers. Needless to say, practices are often extremely tiring.

Crew requires ultimate teamwork to be successful. If one rower messes up, the whole crew will suffer. This heightens the amount of pressure even more. Some players that were worried in the beginning of the season have eased up with more practice on the water.

Crew is establishing itself at Bryn Mawr and with your support, its performance will be on par with more experienced crews of this area.

## Summer Newsbriefs

### Sneak a Peek!

Three very different performing groups will take the stage in Bryn Mawr's Centennial Hall for *Juneboree*, an event to help the school celebrate the opening of its new theatre lobby and dance studio, on Friday, June 5, at 7:30 p.m.

Performers will include Baltimore's favorite folk trio *Cross Country*, *The Foxheads*, a seventeen-member, all-male, acapella chorus specializing in both old and contemporary favorites, and *The Young Victorian Theatre Company*, which will give a sneak preview of this season's comedy hit, "Princess Ida."

Reserved tickets are \$20 per person and include a dessert reception after the

performance. They may be purchased on a first-come, first served basis by calling the Bryn Mawr Public Affairs Office at 323-8800 ext. 216.

### Hurry Back!

Get well wishes to math teacher Peggy Liebich, who is recovering from surgery. Ms Liebich promises that she and her plants will return in time for exams. In the meantime, her students have vowed to study hard and never to chew gum in class.

### Bazaar Makes a Splash

Athletic Director Pat Becker was one of the soaked-through victims of the sophomore class' dunking booth, the first of its kind at a Bryn Mawr Bazaar.

Class booths aided the school in its fundraising efforts. The Bazaar grossed \$12,000.

### America Farewell

Carolina Gimenez and Zinele Zikalala, who came to Bryn Mawr from Spain and South Africa respectively, have now



South African student Zinele Zikalala will return to her homeland after a year at Bryn Mawr.

completed their year in the United States. The girls have contributed much to the school community in terms of cultural awareness. Carolina taught several juniors a Spanish dance and helped countless Bryn Mawrtians in their struggle with Spanish homework. Zinele's eloquent convocation enlightened students and teachers. Carolina will return to Spain for college; Zinele will attend Bowdoin in Maine



Carolina Gimenez, Spanish exchange student, shared her culture with the Bryn Mawr community this year.

## Roving Reporter: Prom

### by Carrie Fucile

It is almost that time of year again! In June, those lucky ones who have dates will be escorted off to their proms. Everybody, however, won't end up going with Luke Perry look-a-like. If you had your way, what would you do on your prom night and whom would you take?

"I'd take David Silver from *90210* because he's a dancing fiend. He'd videotape the event and there would be two live bands and not a DJ!"

—Kimberly McCleary '92

"My boyfriend would pick me up at my house and then would whisk me off to Paris and we'd have dinner at the top of the Eiffel Tower. Then we'd jet back to the prom and spend the rest of the evening on a paradise island."

—Meghan Flanigan '92

"Don't talk about the prom. Prom is a four-letter word!"

—Kyle Napoli '93

"Adam would drive by the prom real slow and then we would go to Pennsylvania for the weekend."

—Jessi Nissim '94

"I'd take my brother."

—Delia Hale '94

"The new guy on *Beverly Hills: 90210* would go with me. We would have a candlelight dinner at his place and after the dance we would walk along the beach together at night."

—Dawn Krieger '94

"I'd go to the prom with Michael Jordan."

—Rhonda Smith '95

"A tall, muscular, drop-dead gorgeous, well-dressed man with a corsage would

take me to the prom in Hawaii!"

—Yolanda Johnson '95



## Students Study?

### by Brita Engelke

*Now I lay me down to rest,  
A pile of books upon my chest  
And if I die before I wake,  
That's one less exam I'll have to take.*

Sound familiar? It seems like midterms were only yesterday, doesn't it? Alas, June is fast approaching and with it the dreaded final exams. The mere thought of these two-hour nightmares can make anyone cringe. Perhaps, however, you can find solace in the words of your peers:

"Have fun and show what you know."

—Ms. Margolis

"Don't cram, get organized two weeks before exams, correct your old tests and make a list of the corrections, get TAP's, reread old material that you did not understand before, and write the things

that you don't remember easily down on your exam paper once you get into the exam room. Remember that it is not effective to study the afternoon before our exams."

—Mrs. Gilly Babb

"Eat a lot! It makes me feel better when I gain fifty pounds."

—Anonymous junior

"If you can try and get some studying in before your exam then that will be good."

Kory Taylor '93

"Eat a well-balanced meal."

—Varsha Vimalananda '93

"My philosophy of exams is to cram the night before and pray to God that I pass."

—Mandy London '94

"Watch *90210* before your chemistry exam for inspiration."

—Patti Gerhardt '94

"Don't study—sleep with your notes under your pillow the night before the exam!"

—Shannon Barry '94

"Exams? What exams?!"

—Jennifer McNeely '94

"Make sure you spend more time making schedules and redoing them than actually studying. Buy 1000 notebooks and color each one."

—Katie DiPentima '94

"Don't study. Wing it. Be creative."

—Random Naive Freshman

"Go away. I'm already studying."

—Random Freshman Nerd

"Take everything and divide it up into five days, and force yourself to study a little every night."

—Rhonda Smith '95

How could I possibly think of [exams] on a day like today?

—Ferris Bueller

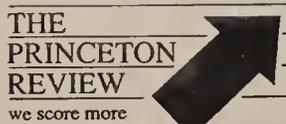
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# Problem of Drug Use Continues To Grow

by Erica Seiguer

Drug use is a severe problem that seems to be growing. The depth to which society's decadence has pervaded our communities is the subject of much controversy. The ways in which the Bryn Mawr, Gilman, and Roland Park schools confront the issues and how the students view the situation is exemplified in the images that both project.

In past years, schools across the country have been instituting programs aimed at preventing drug abuse among adolescents. The success of these programs has been mixed. One such plan successfully attempted to reduce use of cigarettes and marijuana among seventh graders by the time they entered the eighth grade; it did not, however, effectively deal with students consuming alcohol.

There are several reasons for the failures of many teenage drug prevention programs. Emphasis on the long-term effects of drug use and exaggeration of harmful consequences has been found by researchers to be ineffective. Exploration of social pressures, ways in which to resist these pressures and practice exercises in dealing with related situations are part of Project ALERT—an experiment conducted at 30 junior high schools in California and Oregon. Here again the results were mixed, as cigarette use by some groups increased while initiation of marijuana use was "markedly curbed...and [the program] reduced current use among students who had not tried marijuana or cigarettes by junior high. It also reduced marijuana use among students who already smoked cigarettes, a group at high risk of trying marijuana."

Administrators and students feel much the same way about the situation. Mrs. Barry states that "It would be naive to say that there was no drug or alcohol use" and that the way to deal with the situation is increased awareness and structured opportunities for discussion. Students at the three schools disagree as to the existence of a problem. A Bryn Mawr sophomore expressed the need for more education, but not only on the part of the school. "Friends need to talk to each other about the consequences of using drugs and especially drinking and driving," she stated.

One Roland Park senior conceded that she felt that there was not a real

drug problem at her school. She insisted that Roland Park has addressed the issue well by having speakers and presentations. A Gilman senior claimed that Gilman is not addressing the issue at all and that the school should have "more education and discussions." Another Bryn Mawr student, a junior, explained that the immediacy of a drug problem has much to do with the friends that one chooses: "I don't personally have much contact with drugs because of the kind of people that I am friends with. But a problem definitely exists."

Although definitions of "problems" concerning drugs and alcohol use at the three schools differ, the school policies that have been instituted demonstrate how the schools have chosen to acknowledge the issues. The programs that Gilman, Bryn Mawr, and Roland Park have set up and their effectiveness are challenged by some students who disagree with the way in which the schools are dealing with drug and alcohol use but are praised by others. This kind of disagreement will most definitely lead to reevaluation, if not revisions in each school's respective attitudes and policies.

The policies and programs initiated here at Bryn Mawr and at Gilman and Roland Park demonstrate the varying

ways that the schools have decided to deal with an issue that they obviously feel needs to be addressed. The student handbooks of the schools spell out their respective policies concerning alcohol and drugs. Bryn Mawr's policy states that the "possession, use, solicitation, distribution, exchange or sale of illegal drugs on campus or at school sponsored events is absolutely forbidden." The handbook goes on to emphasize the decisive role that the Honor Committee plays, having "the authority to hear the case of any student who does not uphold school rules..." The actions taken by the school are limited to events taking place on campus or at events under the school's jurisdiction.

Compared to the one-paragraph reference to Bryn Mawr's drug and alcohol policy, Gilman and Roland Park's two-page notices concerning their policies are very detailed. Gilman and Roland Park both list examples of the substances prohibited (alcohol, misused prescription drugs, all illegal drugs, so-called designer drugs, and inhalants such as butyl nitrate, nitrous oxide, and amyl nitrate) and specific consequences for any transgressions are stated clearly. Both Gilman and Roland Park reserve "the right to take disciplinary measures in the event that any off-campus behavior...is brought to

the school's attention."

The three schools seem to have two different philosophies behind their respective specificity or generalization concerning the kind of substances prohibited, the immediate consequences, and the reach of the school's influence in a student's personal life. Mrs. Martha M. Barry, Dean of Students at Bryn Mawr, suggests that the reason for the school's more general policy is that by listing exactly what is forbidden and the punishment involved, the school takes a chance at leaving something out. In addition, the deeply rooted feeling of the decisive role of the Honor Committee should have in the hearing of each student's case separately is reflected in the lack of stated specific consequences of a violation of the school's policies.

The Dean of Students at the Gilman School, Mr. John Schmick, explains the reasons behind the school's more concise description of the drugs considered illegal by the school as being the efforts of a committee of teachers, parents, and trustees who "felt very strongly" that the illegal substances had to be listed because of the potentially little-known illegality and danger of some of the over-the-counter drugs. Mr. Schmick believes that the school reflects society and therefore, the school must be ready to deal with drug and alcohol abuse that

are "more of a weekend problem than an on-campus problem." The immediate consequences of a violation of the policy is suspension or expulsion, thus the student offender's case is "quite often handled administratively."

Gilman's Honor Committee does not really play a role in breaches of the school's drug and alcohol policy although its Judiciary Committee, comprised of the vice-presidents of the four Upper school classes and two elected seniors, is involved in this kind of proceeding. The Gilman Parent's Association, especially with the Safe Homes program, has been very involved in educating parents about the issues surrounding drugs. Assemblies, education programs in lower school, as well as the Middle School Talk I, II, and III programs are efforts made on the part of the school to address the situation. Mrs. Renyolds, Roland Park's Dean of Students, was unable to be reached for comment.

The schools' policies are deeply influenced by the dynamic society in which we live. There will always be disagreement as to the nature of school policy and the effectiveness of their programs in addressing the drug and alcohol issue. Response from the students is crucial in assuring the improvement and consequent success of programs and policies.

## Alumna Advocates Student Caution

by Rebecca Cook

April Riedner ('86), who works for the Sexual Assault Recover Center as a counselor to sexually abused children, returned to Bryn Mawr May 7. Her topic was Sexual Assault. She spoke from personal experience and professional knowledge to a group of approximately 55 students and teachers.

Rape happens in the Bryn Mawr community. It happens to people like April, women who are smart, sassy, and proud. Any one of us in that room could easily have been in April's place. Some of us have been, and many of us will be. In four women are victims of rape. According to that statistic, 15 members of the class of 1992 will face sexual assault.

Ms. Riedner presented the group with several means of protecting themselves from Date Rape.

- **Don't drink.** Alcohol increases vulnerability and decreases control.

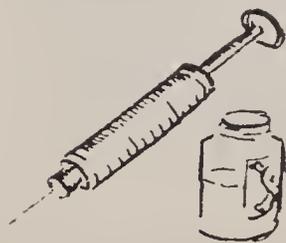
- **Don't be polite.** If you are afraid or uncomfortable, scream or run away. "It's better to risk being embarrassed than to risk being assaulted."

- **Trust your feelings; be sure of yourself.**

If you have been sexually assaulted, tell someone, Ms. Riedner urges. And if someone tells you that she has been sexually assaulted, believe her. Listen to her, and don't judge her. Ms. Riedner emphasized the importance of rape education for both males and females. Headmistress Barbara Chase agrees that this kind of education is vital. She hopes that Ms. Riedner will return next year to speak to a larger group, perhaps one which includes Gilman students.

Gilman, as well as Bryn Mawr, should implement a strong rape education program. Responsibility for rape education cannot belong solely to women. After all, if women could prevent all rape, it would cease to be a problem. Men need to be told that despite the media's love of combining sex and violence, rape is not acceptable, nor is it tolerable. We can't make the whole world safe for women, but hopefully we can make the Bryn Mawr/Gilman community safer.

- **One in four women are victims of rape. According to this statistic, fifteen members of the class of 1992 will face sexual assault.**
- **Incidence of rape has increased six percent since 1989**
- **Fewer than five percent of rapists go to jail**
- **Four out of five rapes can be classified as "date rape"**
- **84 percent of men accused in date rape situations said they "definitely" hadn't committed rape**
- **75 percent of men and 55 percent of women had been drinking before rape occurred**



## Poll Indicates Extent of Substance Abuse

by Jessie Shattuck

How prevalent are alcohol and drugs at Bryn Mawr? This poll was administered to the entire Upper School. *The Quill* received 104 responses. One student commented, "Alcohol is a visible part of every teenager's life, whether or not they actually drink." Some interesting trends were found while conducting this poll. Those who do not drink or use drugs think that alcohol and drug abuse is a problem at Bryn Mawr, while those who do drink and/or use drugs believe that alcohol and drugs are not a problem.

1. Have you ever abused alcohol?

YES 57.7%  
NO 42.3%

2. How often do you use alcohol?

once a year 27%  
once a month 47.6%  
every weekend 19.1%  
every day 4.8%

3. Have you ever tried illegal drugs?

YES 23.1%  
NO 74%  
NO RESPONSE 4.8%

4. If yes, how easily were they available?\*

Very easily 98%  
Semi-easy 45.9%

Not so easy 4.2%  
Difficult 8.3%

\*some students who marked that they do not use drugs still answered the question in terms of how available drugs are, thus the percentage adds up to more than 100%

5. Was peer pressure a factor in deciding to use either of the above?

YES 14.9%  
NO 69%

NO RESPONSE 16.1%

6. If you have never tried drugs, do you find peer pressure a problem?

YES 13.5%

NO 51.9%

NO RESPONSE 34.6%

7. Do you think Drug/Alcohol Programs are effective in informing people about the dangers of drugs/alcohol?

YES 64.4%  
NO 31.7%

8. Do you think these programs are effective in discouraging people from using drugs/alcohol?

YES 25%  
NO 66.3%

NO RESPONSE 12.7%

9. Do you think drugs and/or alcohol are problems at Bryn

Mawr?

YES DRUGS 36.5%  
YES ALCOHOL 84.6%  
NO DRUGS 50%  
NO ALCOHOL 13.5%

10. Do you think drinking and driving is a serious problem with you and your friends?

YES 23.1%  
NO 72.1%  
NO RESPONSE 4.8%



# Brizendine Talks Choir and Dayseye Compete

by Brooke Donaldson

May brings with it many "lasts" for the seniors; their last Gym Drill, their last classes, their last exams and of course, their last days at Bryn Mawr. The most important "last" however will not arrive until Friday, June 12th—GRADUATION. In order to make this day a memorable one, the seniors choose a speaker whom they feel will create a powerful and poignant ending to their life at Bryn Mawr. "The graduation speaker definitely needs to have appeal, charisma, a sense of humor and most importantly, a close relationship with our class." The speaker for the class of 1992, Mrs. Bodie Brizendine, possesses all of these qualities.

Mrs. Brizendine came to Bryn Mawr as an English teacher in 1981 and in 1986 she became director of admissions and financial aid. Although these were her official roles at Bryn Mawr, Mrs. Brizendine's caring and kindness went well beyond this; in fact "there are few areas of school life that she didn't touch." When she left last year, a vast number

of students were sad to see her go. However, none were so upset as the girls in the class of 1992. Mrs. Brizendine had not only been a chief advisor of their class for three years, but a role model, a teacher and a mother.

"We chose Mrs. Briz because we love her, we missed her, because she is a good writer and speaker, and because she knows our class personally." Many seniors also admire her ability to be successful professionally and with her family, and view her as an excellent role model. The main reason that the seniors chose her however, was that they felt she would give an "amazing" speech. When asked what they hoped Mrs. Brizendine will talk about, three seniors replied emphatically, "Us! ...No, but seriously, we hope she tells anecdotes about our class, and talks about the transition from Bryn Mawr to college, and how to be successful in life." By selecting Mrs. Brizendine as their graduation speaker, the class of 1992 is thanking her for her unending caring and dedication to their class.

by Janice Chaw

"Awesome! Fun! Thrilling!" Members of Dayseye and Choir used these adjectives to describe the Howard County Choir Festival, a contest they participated in April 29. Many talented singing groups from other schools also entered this contest, including groups from Atholton High, Glenelg High, Hammond High, Oakland Mills High, Wilde Lake High, and Mount Hebron High.

The Festival is a district choral adjudication. Winning schools qualify for national choral festivals. The judges rank the performers on a scale from one to five; one is the highest score. Singers are judged on the basis of tone quality, blend, intonation, diction, interpretation (phrasing, tempo, and style), and musical asset.

The contest resulted in a tie between

Howard High and Bryn Mawr. Both schools received straight ones.

Participants found the contest to be a rewarding and exciting experience. Dayseye and Choir member Dorsey Mills ('93) commented, "It was amazing to hear such wonderful groups, like Howard High, and then to find out that we tied for first place with them! I never knew that we could be that great. [Dayseye and Choir director] Mr. Miller has helped us come a long way since the beginning of the year."

Suzie Erb ('93), also a member of Choir and Dayseye, agrees, "It was educational and overwhelming because all the choirs were so good. It was also remarkable how we compared to them and the way it turned out."

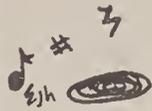
Maggie Buck ('95), a member of Choir, had a somewhat different experience, "It was scary because we're small and their choir was big compared

to ours!" Maggie added, "It's interesting to see how detailed the grading is." The Choir member expressed the rewards of her experience, "The contest was a lot of fun, and I'm glad that we had the opportunity to sing there. I was surprised that we did so well and I think that a lot of people agree with me. I believe that competitions like this will do a lot for the spirit as well as the quality of the group."

But exactly what makes Dayseye and Choir so good? Mr. Miller explains, "Hard, hard work and student commitment." The students, however, attribute their success to Mr. Miller. According to one Choir member, "Mr. Miller had a positive attitude that made our confidence go up. After hearing the first few groups go through, I felt really nervous. During our practice time, Mr. Miller became sort-of hyper, and I think that's what excited us enough to sing our best."



Bodie Brizendine, former Director of Admissions and Financial Aid, returns to Bryn Mawr as the Class of 1992's graduation speaker.



## Prom Fever Sets In



by Kate Spies

It's here. Television commercials have started urgently warning us of the dangers of drinking and driving on that special night. Magazines have begun featuring dresses that only animal tamers in traveling circuses would wear. Here at Bryn Mawr possible escorts are being ranked and reserved and committees have been formed to make all of the decorations needed. This is the time of year where these otherwise trivial and superficial actions are hailed as normal. The disease is prom fever, a virus that will run its course throughout the junior and senior classes until the evening of June 13, 1992.

The dance this year is being held at The Studio, an old rectory at the corner of St. Paul and Chase Streets that was

refinished by Art and Architectural Design. This will be the first dance ever held in The Studio, and the expectant dancers are ready to make it memorable. For some seniors, this is an event that marks the pinnacle of their scholastic career. Emily Close ('92) states "When I came to Bryn Mawr, I saw, I knew that this would be the most awesome, rockin' prom. I've set aside a little bit of time each night to plan for it." The dance starts at nine o'clock finishing only a few short hours later at midnight.

Before the dance, the entire senior class has been invited to dinner at Sarah Kurz's ('92) house. A few mothers have decided to help out with this event and plan to whip up many delicious culinary specialties. The disc jockey present will be the same as the one that the sopho-

more class had at their King Dance. The decision on the disc jockey was based on the success that the tenth grade had. Many seniors believe, however, that the decision could have been made solely upon the exceedingly good looks of the duo. Melanie Smolev shares her feelings, "I think I'll end up inviting a date, but if it doesn't work out, there always the DJ's."

The cost of admission has not yet been determined, but to the juniors' chagrin, they must pay ten dollars more than the seniors.

With all of this information in hand, some of your prom anxieties will be assuaged. After all, now you only have to come up with a dress, a date, dinner plans (juniors), post dance plans, a boutonniere, and matching shoes... Good luck.

## Seniors Take Off

by Kate Spies

"The, the, the, that's all folks..." was the reaction of an anonymous Senior when asked how she felt about having finally decided where she was going to school next year. Read on to see the fruits of many months of anguish and turmoil. Here's the current list of college choices:

- Caryn Akelaitis . . . . . Bucknell
- Emilie Barata . . . . . Yale
- Elizabeth Becker . . . . . University of New Hampshire
- Kirsten Becker . . . . . Brown
- Karin Bleeker . . . . . Vassar
- Allison Brooker . . . . . Smith
- Dorney Burgdorf . . . . . UCLA/Santa Cruz
- Mary Cha . . . . . Rochester
- Sandy Cho . . . . . Princeton
- Erinly Close . . . . . Colgate
- Rebecca Cook . . . . . Yale
- Manjiri Didolkar . . . . . Dartmouth
- Brandi Duff . . . . . James Madison
- Katie Ferock . . . . . Harvard
- Meghan Flanigan . . . . . Brown
- Jenifer German . . . . . University of Maryland
- Anthe Gibbs . . . . . Harvard
- Sharissa Gold . . . . . University of Pennsylvania
- Jennifer Greene . . . . . Washington and Lee
- Heather Haas . . . . . University of Colorado
- Meira Hord . . . . . Washington University
- Sarah Jencks . . . . . Vassar
- April Johnson . . . . . Western Maryland

- Tin-na Fan . . . . . Stanford
- Sarah Kurz . . . . . Bowdoin
- Stacie Mann . . . . . Duke
- Kimberly McCleary . . . . . University of Vermont
- Sissy Merrick . . . . . University of Virginia
- Martina Moylan . . . . . University of Vermont
- Ann Murphy . . . . . Grinnell
- Jenniler Murray . . . . . Bucknell
- Michelle Murray . . . . . Yale
- Jo'nita Pearce . . . . . Yale
- Julie Pistorio . . . . . New York University
- Samantha Poller . . . . . University of Richmond
- Kishia Powell . . . . . Syracuse
- Katie Purvis . . . . . Roanoke
- Judy Radding . . . . . Duke
- Sarah Ramirez . . . . . University of Pennsylvania
- Stacy Reid . . . . . University of Virginia
- Emily Rogers . . . . . Oberlin
- Jamie Rosen . . . . . Haverford
- Robin Rudikoll . . . . . Tufts
- Joy Sakellaris . . . . . Franklin and Marshall
- Lynn Sanders . . . . . University of Virginia
- Kate Scharper . . . . . Towson State University
- Heather Schlott . . . . . Brown
- Jenny Schubert . . . . . Harvard
- Lindsay Shapiro . . . . . Washington University
- Melanie Smolev . . . . . University of Michigan
- Kia Soloman . . . . . University of Virginia
- Nicole Stanton . . . . . Brown
- Eve Stelzer . . . . . University of Maryland
- Allison Stockman . . . . . Princeton
- Kia Williams . . . . . UMBC/Spelman
- Jessica Wolf . . . . . Washington and Lee
- Sharon Wolfe . . . . . Dartmouth
- Zanele Zikalala . . . . . Bowdoin



## Shelter Resident Thrives

by Nicole Cannon

*Ms. Cannon is a resident of Rutland Transitional Center, a shelter for families who have been dislocated.*

Rutland Transitional Housing Program is a place to grow, fulfill dreams, and meet goals. Rutland, to some, is considered a shelter; to the tenants, it is considered a home—somewhere to feel safe. Everyone here has a different story, but all have the desire and passion to create a better life for themselves and their children.

The stay at Rutland is from 6 to 24 months. While we are here, meaningful and self-improving things must be done. Rutland focuses on molding and creating a sense of responsibility and self-worth in the women who stay here. This goal is achieved through job training programs, G.E.D. classes, college courses, employment, volunteering, and career preparations. Self-worth is achieved through Women's Self-Help Group meetings, which meet on a weekly basis. These meetings are designed just for that purpose. The meetings are on issues that help the women grow and develop emotionally. The meetings involve self-esteem, self-awareness, self-improvement and self-caring. Basically, this group teaches the women of Rutland how to care for their inner-selves and how to do a lot of soul searching.

Living in Rutland Center is fun, exciting, and sometimes stressful. The living arrangement is somewhat like that of a college dormitory. By that, I mean the atmosphere is that of sisters living in one big house, sharing, loving, and supporting each other on a daily basis. Unlike a college dorm, each adult has her own apartment, which includes a kitchen, bath, living area and 1 or 2 bedrooms. The women do not live in Rutland for free; there are program fees or rent that must be paid. The program fee is 30% of each woman's monthly income.

The children of Rutland Transitional Housing are very special. They sometimes find it hard to deal with the

reality of being homeless. But, as mentioned before, Rutland is a home, somewhere to feel stable and secure. The children range in age from newborn to 16 years. The children, too, are stimulated and motivated in ways to help them deal with their current situation. Thanks to the Children's program, they also have support groups and classes that teach independence, such as a nutrition and cooking class. Here they are taught to cook meals quickly and safely for themselves when they are home alone. There is also a drug and alcohol prevention group, which teaches the harmful and deadly effects of drug and alcohol abuse.

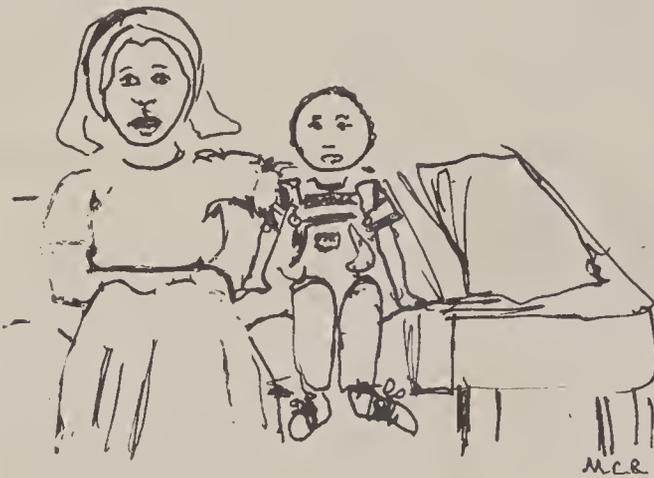
The children of Rutland are required to attend school each and every day. For the younger children whose school is not within walking distance, cab and bus services are available to take them to and from school daily. For the school age children, whose parents work, there is a before and after school program. This program provides the children with breakfast in the morning and supervision in the afternoons. While the parents are still working or attending school, the staff of this program helps the children with reading, writing, and homework. In addition to the above outlets for the children, there are planned activities which expose the

children to things they otherwise would not be involved in, such as trips to amusement parks, programs in African culture, and exposure to different cultures and ethnic events.

As time for residents to move on approaches, we need to be prepared to handle the day-to-day stresses of having our own apartments or houses. The best way to be prepared or to handle this is to be involved in a career building program or have a stable job. Upon leaving Rutland Center, the tenants receive certificates which enable them to live almost anywhere in Baltimore at very low, affordable prices. Rutland does not aid the tenants in the process of finding affordable housing. This responsibility is left solely to the residents. This way, we can decide which house or apartment is to our liking and most affordable.

Once a year, graduation ceremonies are held for residents who have completed the program. These graduation ceremonies are held to honor role-model tenants, to recognize accomplishments, and to recognize those who have met their goals.

ED. NOTE: Bryn Mawr's Little School sponsors a Family Mentoring Program, a support project for families who live at Rutland Transitional Center.



## Badminton Reaches Finals

by Molly Ness

A member of Bryn Mawr's Varsity Badminton team stands alert, her racket poised to return a shot from her opponent. As the birdie sails over the net, she clears it, giving her opponent difficulty in returning the shot. A rally wages, consisting of tricky drop shots, unreachable clears, and vicious smashes. Finally to end the match, the Bryn Mawr player smashes the birdie, making the shot impossible to return.

Since early March the Katharine Van Bibber Gymnasium has been filled with action packed badminton rallies. In the 1992 season, Bryn Mawr was one of the strongest teams in their division and had trouble finding an opponent that was comparable in skill. Bryn Mawr definitely showed an incredible amount of talent and vastly improved with months of practice. As a result of their hard work, J.V. was crowned division champions and varsity had a nearly flawless record, with only one loss.

Perhaps the most challenging match was against Roland Park, Bryn Mawr's rival team, who was the division champions in the 1991 season. Roland Park was generally stronger than other teams but Bryn Mawr's Varsity and J.V. players took the challenge well, defeating Roland Park.

The most entertaining match was against Friends, a strong team consisting mainly of boys. Varsity started well, winning the majority of their matches. The matches ran smoothly, until a bat became trapped in the gym, swooping close to spectators and Players. The usually quiet matches became chaotic, with spectators trying to capture the bat in towels. Luckily the bat temporarily disappeared, leaving the matches to resume and Bryn Mawr to defeat Friends.

The J.V. team was definitely proud of their flawless record. The team consisted mainly of freshmen, with a few sophomores and juniors. LaToya Hawkins ('95) stated "We are undefeated and #1 in the division! We're the best because of our talent and cooperation. It was a fun season with great players and coaches." Kyle Napoli ('93) stated that "JV badminton was a lot of fun because you could enjoy the games without the Varsity pressure but you were still challenged." Their hard work and dedication produced several undefeated players, a major accomplishment to show their skill. Overall J.V. won 56 of their individual matches, losing only 7.

Varsity, with a majority of

upperclassmen, was also a talented team, second only to Oldfields. Because of their successful season, players continued on to the varsity tournament, which was held on the weekend of May 8. The varsity players competed against players from their own school in an effort to produce the best singles and doubles players.

*"JV badminton was a lot of fun because you could enjoy the games without the Varsity pressure, but you were still challenged."*

— Kyle Napoli ('93)

The coaches, Ms Tina Hanley and Anne Mathews, also expressed their pride in the team. They cited the records and statistics as proof of the team's abilities. Many spectators were also impressed by the team; Poppy Buppert ('95) stated that the team "ruled and blew their opponents away."

## Naimun Informs of International Issues

by Susie Erb

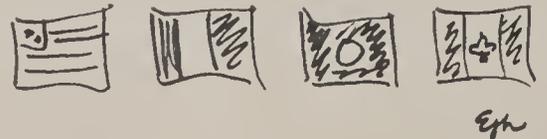
QUESTION: What is NAIMUN? Answer: NAIMUN is the Model United Nations club at Bryn Mawr. To be accepted into the club girls between tenth and twelfth grades must write essays pertaining to world news. Led by Ms. Arna Margolis, the students travel to Boston every December to attend the Harvard Model United Nations. This year the club represented two delegations, Algeria and Central African Republic.

While there, along with 3000 other high school students from around the country, Bryn Mawr students serve in committees. The committees address a variety of issues from women's and children's rights to nuclear proliferation and dumping to the struggle of war-torn nations. Students learn about their country, as well as the United Nations: how it is run and how it is used to attain political, ecological and social goals.

One of the main goals is to learn to negotiate and appeal.

Ms. Margolis likes to choose countries which are not world powers. This enables participants to learn something about a region of the world which is not often heard about. Next year the club will be led by co-presidents, Susie Erb ('93) and Katie Chase ('93). Each girl will be the head of one of the delegations, therefore responsible for gathering the sources of information which with the club will work. The club has requested to represent countries varying from Poland to Madagascar at the next conference.

NAIMUN meets once a week, on Tuesdays, in the fall, in order to prepare for the conference. They are always looking for new voices. The conference is challenging and a valuable learning experience. And of course, fun. Travelling to Boston for four days with Ms. Margolis is always an exciting (and interesting) experience.



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## Intramurals Provide Team Sports Alternatives

by Erin Sprinkle

While not highlighted at roll call or convocation, and never in search of enthusiastic supporters, Bryn Mawr's intramural program does play an integral role in extracurricular life. This past season, the intramural offerings were: tennis coached by Mrs. Barry and Ms. Cromwell, weight training coached by Mrs. David and Mrs. Sanders, aerobics coached by Ms. Sproul, cross country running coached by Mr. Stephens, and badminton coached by Ms. Curran.

Students participating in intramurals generally do so because they meet their needs. Some feel that interscholastic sports are too competitive for their style and opt for an intramural. Besides being more relaxed than competitive sports, intramurals possess numerous other advantages.

In relation to the lack of pressure involved, there is no competition for spots. Those who dread the grueling process of tryouts find this aspect extremely attractive. Another advantage of intramurals which contributes to wide participation is the minimal time commitment that is required. Whereas interscholastic teams spend approximately two hours practicing daily in addition to games, intramural athletes must sacrifice a mere forty-five minutes every Tuesdays, Wednesday, and Thursday for their respective activities.

Those Bryn Mawrtians who find themselves to be less athletically inclined than others can also find their niche in the intramural program as a result of the relaxing atmosphere, minimal pressure, and absence of tryouts. However, competitive athletes also have a place in intramurals. Many times, a girl who plays a sport at the varsity, junior varsity, or third team

level during one season does not play or like any of the interscholastic sports offered in the next. In order to quench her thirst for physical activity, she can sign up for an intramural and keep herself in shape through her off-season. Of course, there are always girls who participate in an intramural because they miraculously have nothing with which to occupy themselves during ninth period or because they need to fulfill their physical education requirements for the year.

The importance of the intramural program at Bryn Mawr cannot be overstated. The single most important purpose of this program is to emphasize fun and relaxation. Both academically and athletically, many girls feel pressure

and the need to "compete" with other girls; there is a pervasive feeling of pressure and competition at Bryn Mawr that motivates the students to do their personal best while making them secretly want their best to be better than another girl's best. The intramural program needs to be commended for its confidenceboosting, fun-oriented goals. While participating in an intramural, you are not graded, you are not judged, and you are not depended upon to maintain a certain level of performance. This injects a welcome dose of relaxation into the hectic lives of many Bryn Mawr students.

Because it offers an opportunity for physical fitness and encourages self-confidence and healthy attitudes towards the fun aspect of sports, Bryn Mawr's intramural program should not be overlooked in the search for that "perfect" sport.



## Heigh-Ho, Silver, Away!

by Erica Fishman

Galloping into the Bryn Mawr athletic department this year, is the Bryn Mawr riding team. Don't worry—it is okay if you weren't aware that the team existed. They practice off campus, therefore the team is less visible than the usual lacrosse and badminton teams, but equally as vigorous in practice and competition.

In the past, the obstacles that lay in the path of the development of a riding team seemed insurmountable. For example, Bryn Mawr did not have horses, stables for the horses, and a riding area. These problems were easily remedied this year by taking advantage of the budding relationship between Bryn Mawr and St. Timothy's School to create a joint team between the two schools. The Bryn Mawr section of the team consists of four freshmen and three sophomores.

The joint riding team, coached by Libby Southall and Jenny Weber, practices on the St. Timothy's campus, which houses stables, and ample room that the team needs to ride the horses. Various skills are drilled at practices and are rotated throughout the week. The girls work on flatwork on Mondays, Wednesdays, and Fridays, and jumping is covered on Tuesdays and Thursdays.

Riding may often be thought of as an individual sport, but many people do not realize that team cooperation and support are crucial in order to ensure positive results in competitions. Unfortunately, the team's few competitions are held on weekends.

This limits the number of spectators and supporters who go out and cheer for the team, since few are willing to be excited supporters early on a Saturday morning.

Riding is serious exercise, as some of you who have ridden before will know. Contrary to popular belief, it is not simply sitting on a horse, bouncing around, and having a good time. Athletic Department Head Pat Becker is enthusiastic about the rigorous new program and plans to continue developing the team with time. She has been extremely pleased with the team's dedication and improvement.

The riding team's first competitive horse show disappointed its members and supporters. This defeat was probably due to the team's inexperience

in competition. Although the team still has not had time to display their true talent since their second competition was cancelled, another show is scheduled for Saturday, May 16. Meg Athey ('95) predicts better results for the team this time, due to the fact that they are "really coming together and cooperating."

Although riding may rank somewhere near golf on your list of favorite sports to watch on TV, learning more about the team should spark your interest. Next year, it might be a good idea to sacrifice your sleep-in time on Saturday mornings to go watch the riding team in action at shows and competitions. You just might like it.



## Softball Rules!

by Erica Fishman

All of us know how to throw. All of us know how to catch. What some of us do not know is how to combine those skills to participate in a game of softball.

Softball is an up-and-coming Bryn Mawr sport that has had the best season of any team at the school this year. Undeclared, with a 7-0 record, the team has already won their division championship. However, the new Bryn Mawr team was not always this successful. "We went from being the worst team in the league to being the best," claims coach Chuck Ross. Needless to say, he and co-coach James Brown are ecstatic about the team's progress.

The coaches definitely added to this year's fun and productive season. When asked what she thought would happen after Dr. Ross's departure from the school next year, Maggie DePaulo ('94) replied, "That will pose a real problem. He was such a great coach. Hopefully, we'll get over it and work to do just as well next season. Of course, it will be more difficult without Dr. Ross." All of the other softball players hold the same sentimental feelings towards Dr. Ross. Fortunately, juniors Nikki Buck ('93) and Jen Michel ('93) will attempt to

carry on the winning tradition next year when they serve as co-captains of the team.

During practice, the team usually drills the basics: batting, fielding balls, running bases. Although it may seem monotonous to those who are not very familiar with the game, many girls enjoy trying to add a new twist to these skills. The girls must have excellent skills as well as good reflexes in order to successfully defeat other teams. Obviously, the girls' constant work on basic skills has paid off.

Softball is a sport different than any other offered at Bryn Mawr. Most girls on the team have had little experience with the game because of their lack of exposure to softball as youngsters. Thankfully, even if the girls were not good at softball at first, they find that they have had little trouble adapting to the way the game is played. So get ready for next year. Batter up!

The team's record just goes to show that the less well-known sports at Bryn Mawr are capable of achieving great goals, just as talented as the field hockey, basketball, and lacrosse teams have.

## Lax Wraps Up

by Molly Ness

The green fields which once were the homes to Bryn Mawr's superior lacrosse teams are now quiet. Another successful season of Bryn Mawr lacrosse has ended and the records and memories are all that is left to reflect the teams' skills and hard work.

Lacrosse placed well in their division and spent countless hours doing drills, sprints, and scrimmages. The newest addition to the 1992 season was a fourth team, the freshman team, created to allow anyone who tried out the chance to play and improve. The new addition practiced regularly and was led by Ms. Trinnie Greene and Ms. Lindsey Ertel. The team had trouble finding opponents because most other schools do not have a fourth team. Still, three games were set, including two games against St. Timothy's and one against Oldfields, and Bryn Mawr dominated in all of them. On May 1, the freshman team played their last game against St. Timothy's. It was a blowout victory for Bryn Mawr with a score of 14-1. The most important aspect of the team was the noticeable improvement of each lacrosse player on the freshman team. Melanie Lyons ('95) and Lea Abeira ('95) both agreed that the team has improved, stating "We worked hard and had an excellent season." Once again, Bryn Mawr's addition of a freshman team was a definite success, producing many improved and spirited players.

### Third Team Victorious

The next team in rank, the third team, was also victorious with a record of 5-2. With the help of sophomore captains Allison Obrecht ('94) and Sara Nelson ('94) and the coaching skills of Ms. Terry Detorie, the team worked well and showed a tremendous amount of Bryn Mawr pep. According to Amy Baumgartner ('95), the highlight of the season was the final game against Towson Catholic. In that game, the team cooperated, passed, and worked well as a team, leading to a Bryn Mawr victory. The Roland Park game held early in the season was also a superior game early in the season. While the remainder of the Bryn Mawr teams were still battling it out with RPCS, third team easily defeated Roland Park with a score of 10-4.

The JV team, coached by Ms. Jeanette Budzik, also showed talent in their practices and games, achieving a record of 10-2. Although the beginning of the season was a bit shaky with difficult consecutive games such as Friends' and Roland Park, the remainder of the season was amazing. Erica Seiguer ('94) wanted to challenge Roland Park again. She explained that because the game was the second one of the season, the team had trouble working together to coordinate their plays. According to Erica, if Bryn Mawr and Roland Park battled again, Bryn Mawr would dominate because of their many improvements. Ariel Pepple ('95) and Nancy Kim ('95), both freshmen new to the team, agreed that the season highlight would have to be a toss-up between their seven game victory streak or their game against St. Paul's. In the game against St. Paul's, the team was motivated to win because they had just lost two straight games. The team achieved their goal and defeated St. Paul's. According to team member Maggie Buck ('95), "everything went right".

### Varsity Shows Skill

Finally, the last team, varsity, showed a tremendous amount of skill, with a 6-4 record. Coach Pat Becker introduced new plays and tricky shots with Kerrin Talty as her assistant. Liz French ('95) claims, varsity "had a great season. There were some games that we really played like a team with great passes such as the Seton Keough game, which we won 13-12." Kate Spies ('94) agrees, "We got along really well, which is kind of rare. It was really cool that we worked so well together."

The season officially ended on May 4 when Bryn Mawr was eliminated from the Varsity Tournament in a very skilled game against Garrison Forest. The varsity team also successfully produced two All-Star players in the AIS division, Jenny German and Antre Gibbs.

Despite the ups and downs, Bryn Mawr prevailed once again in the athletic realm. The community awaits next March when the players will reappear, lacrosse sticks in hand, ready for an exciting season filled with dedication and enjoyment.